This is a draft version for "Chu, D., Chu, S. K. W, Tavares, N., Siu, F., Chow, K. & Ho, S. Y. (2010). Media awareness in the age of new media: A case study of Primary 4 students in Hong Kong. *Paper presented at ASIS&T 2010 Annual Meeting*. Pittsburgh, PA, Oct. 22-27, 2010."

Title: Media awareness in the age of new media: A case study of Primary 4 students in Hong Kong

Author[1]: Donna Chu
The Chinese University of Hong Kong
Shatin, N.T. Hong Kong
donnachu@cuhk.edu.hk

Dr. Kai Wah Samuel Chu
The University of Hong Kong
Pokfulam Road, Hong Kong
samchu@hku.hk

ABSTRACT

This study examined media use and media awareness for Primary 4 students from four schools in Hong Kong (equivalent to Grade 4 in America) and how well their teachers understood their habits of and preferences for media use. The media awareness and media use patterns of students with regard to newspapers, television programmes, radio channels and the Internet were investigated. Results showed that, these students, despite being the new generation of the new media still believed that the news from television, radio and newspapers are more reliable. In addition, they were found to be more proactive media users than their teachers thought. They were more content-oriented in choosing a particular newspaper or TV channel instead of being influenced by their teachers and parents. The teachers were also not able to make very accurate predictions of their students' skills in media evaluation. The findings suggested that more contextual and in-depth approaches are needed to assess the students' media use patterns, from which relevant media education models can be derived.

Keywords
Media awareness, media education, primary education, new media, Hong Kong

INTRODUCTION
In the era of information explosion, the media has remained the major source to deliver knowledge and information. The media is ubiquitous and immensely powerful and has been considered to be a major agent of socialization for today's children. With technological advancements, the media has penetrated into the lives of the new generation. Apart from traditional media like television and the radio, the Internet has become one of the most influential media. Indeed, the Internet is not exactly a new media to the new generation. They literally "grow up digitally" (Tapscott, 1998) or, to be more precise, are "born digitally."

In view of such influences, the importance and benefits of media education have long been advocated (e.g. Lusted, 1994; Tyner, 1992; Considine, 1995; McBrien, 1999). Media and education are brought together in two different scenarios: education through the media or education about the media. In the former scenario, the media is used as a tool to facilitate teaching. In the latter scenario, the study of the media has become a subject in the curriculum. Moreover, previous research studies, advocating either of the scenarios, addressed mainly issues on students' use of the media, students' understanding of media implications and its influence, what is to be taught about the media, as well as teachers' reconciliation on media

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[1] Other co-authors include Nicole Tavares (The University of Hong Kong, tavaresn@hkucc.hku.hk), Felix Siu (The University of Hong Kong, flcsiu@hkucc.hku.hk), Ken Chow (Principal of Sacred Heart Canossian School, kenckchow@gmail.com), and Shun Yee Ho (The University of Hong Kong, hosya@hkucc.hku.hk).

choices and preference. Yet very little is known about young children in the context of media education as the participants of most studies were high school students (e.g. Leung, 2003; 2007; Chu, 2010). In such a complex new media environment, parents, educators and the society are anxious about the influence of the media on our digital natives. More specifically, they are concerned about how to educate students to master the rapid development in the new media. As such, what children know about the media, how they choose among the different media, how they evaluate the credibility of the media, and how well the teachers know about children's media consumption have become important questions to ask in this domain. This paper attempts to fill these gaps by studying the media awareness and evaluation of primary students.

LITERATURE REVIEW
Media education and media literacy
In this informational age, the media and schools remain major social institutions that are closely related to the notion of information. In the promotion of media education, for example, advocates often begin with the premise that the media has become increasingly powerful in our everyday lives (Bazalgette, Bevort & Savino, 1992; Kubey, 1997; Trend, 1994; Tyner, 1998). The media constitutes a subject matter for study at school. Literature shows that in order for media education to be promoted in schools, gaining its acceptance is crucial. One of the strategies most media educators advocate is the concept of media literacy. They were able to associate the movement of promoting media education with positive attributes brought about by media literacy. Hence, the rhetoric of introducing media education included arguing that media literacy is an essential life skill (Kubey & Baker, 1999; Lee, 1997), and that media literacy can empower young people (Thoman, 1995). Media literacy is as also believed to be a vital component in democracy education (Tyner, 1992). Considine (1994) argued that media literacy nurtured higher-order critical thinking skills. The conclusion would often be one that schools should waste no time in introducing media education into their curriculum. Many writers have indicated that media education has become a global movement in the past three decades (Brown, 1998; Hart, 1998; Lee, 1997; Kubey, 1998; Kubey & Baker, 1999). Earlier proponents of media education, such as Murdock et al. (1973), have urged teachers to take a more liberal and tolerant attitude towards students' media preferences and use. Stevens (2001) recalled how "pragmatic teachers' instincts" affected her media teaching. In other words, teachers' perception of children's media use matters in both the teaching and learning of the mass media.

Changing use of the media and changing generations
The changing patterns of media use in the new media age has been studied by many scholars. Compared to the traditional media, one of the main characteristics of the new media, especially the Internet, is the active role of media users. They are no longer media consumers but active prosumers. For example, media users play a more active role through blogging or they can upload videos onto websites like YouTube. The interaction between media users is also enhanced by social networking sites such as Facebook and Twitter (Chu, 2010). The Internet may also promote collective behavior by providing a public space for people to gather. For instance, YouTube can be used as a platform and a cultural public sphere for people to have fun (Chu, 2009). The new media generation — the younger generation – who grew up with the Internet, may not however see this new media as "new" because this may just be perceived to be their mundane forms of communication (Buckingham, 2008). How our younger generation uses the media is thus an important topic to be studied.

In Hong Kong, there were limited studies on media use and usage patterns of young people and the studies conducted often focused on teenage students (e.g. Leung, 2003; 2007; Chu, 2010). Little is currently known about primary school students' media behavior, but it is generally agreed that children at the age of as early as seven are able to make a certain degree of distinction and judgment when it comes to media choices (Buckingham, 2003). Thus, their media education and usage patterns are worth investigating.

Media education in Hong Kong

When Hong Kong was still a British colony, the colonial government had worked hard to ensure that schools did not promote "subversive ideologies". Students were expected to learn only remote and abstract knowledge. Sensitive, controversial and local issues were excluded from the curriculum (Morris, Kan & Morris, 2000). However, Lee and Mok (2007) believe that the development of media education does not have much to do with the handover of sovereignty. Instead, the dissatisfaction of media performance and the undergoing education reforms are the two major causes which offered an opportunity for media educators to promote media education.

On the one hand, media education can equip students with enough media literacy to judge the credibility of the news consumed from the media (Lee & Mok, 2007). On the other hand, one of the goals of the education reforms is to enhance students' critical and independent thinking skills, as well as promote creativity (Education Commission, 2000). Thus, media education has its place in the new curriculum because it can help students become independent and critical learners (Lee, 2007).

Media education was officially mentioned in the agenda of the Curriculum Development Council (Curriculum Development Council, 2000), but how media education is to be incorporated into the current curriculum is yet to be explored. For example, Chu (2009) studied an experiential model of media education in Hong Kong primary schools and discussed how media education should be taught. Nevertheless, research studies in media education are still limited.

RESEARCH METHODS

This study was part of a wider project on inquiry project-based learning for primary students. In the project, four primary schools were invited to implement a collaborative teaching approach to inquiry project-based learning with Web 2.0 at upper primary levels. Previous studies have shown that it is essential to equip students with knowledge and skills to gather and process information from different sources such as the Internet and newspapers during the inquiry process (Chu, 2009; Chu, Chow & Tse, 2011), and media literacy has been identified as one of the essential skills for students to master. The first author presented a workshop on media education to the teachers in the four participating schools to introduce concepts in media education to them and to promote the incorporation of media education into their teaching scheme. At the beginning of the workshop, a questionnaire on media awareness and media use patterns was given to the teachers who attended the workshop. They were asked to answer the questions from the perspectives of their P.4 students. In other words, the teachers were asked to imagine the way a P.4 student would complete the questionnaire. Written consent was obtained from these teachers for including their questionnaires in this study. The same questionnaire was administered on Primary 4 students during class time. Consent letters were sent to all parents to ask for their permission to include their children's questionnaires in this study. Out of 408 students, permission was obtained for 248 students. The overall participation rate was 60.8%.A total of 332 questionnaires were collected — 248 from students and 84 from their teachers. In school SPC, 66 questionnaires were gathered from students and 36 from teachers; in school FK, 55 questionnaires from students and 6 from teachers; in school HS, 63 questionnaires from students and 6 from teachers; in school KSW, 64 questionnaires from students and 36 from teachers.

The questionnaire is drafted in Chinese and consists of two sections. The first part is made up of open-ended questions regarding media use and awareness. Students had to freely recall the names of different media for answering these questions. The second part is made up of statements regarding media credibility. Students were asked to evaluate each statement on a Likert scale of 1 to 5. The questionnaire was distributed to teachers of the participating schools before it was administered on students to ensure teachers could facilitate their students' understanding of the questions. The English version of the questionnaire is provided in the appendix.

Two major research questions were examined in this study:
1. What is the media awareness and media use patterns of Primary 4 students?
2. How well do teachers understand the media use and awareness patterns of Primary 4 students?

To address the first question, we attempted to identify any possible trends within students' answers. To address the second question, we compared students' and teachers' answers on the same questionnaire.

FINDINGS

		Subscription of Television Channels				
		NOW TV	Cable TV	TVB Pay Vision	HK Broadband Network	others
Listing of paid TV services	Teacher (N=84)	17(21.0%)	58(71.6%)	1(1.2%)	0(0.0%)	9(6.2%)
	Student (N=248)	62(25.0%)	41(16.5%)	24(9.7%)	17(6.9%)	104(42.0%)
Subscription to paid TV services	Teacher (N=43)	16(37.2%)	23(53.5%)	2(4.7%)	0(0.0%)	2(4.7%)
	Student (N=83)	30(36.1%)	21(25.3%)	9(10.8%)	7(8.4%)	16(19.3%)

Note: Others include wrong answers and blank answers.

Table 4. Listing of paid TV services by teachers and students and subscription in their homes

		Radio													
		1	2	3	4	5	6	7	8	9	10	11	12	13	0
Listing of 2 radio channels	Teacher[a]	72(42.9%)	2(1.2%)	1(0.6%)	0(0.0%)	0(0.0%)	1(0.6%)	1(0.6%)	32(19.0%)	1(0.6%)	4(2.4%)	9(5.4%)	1(0.6%)	0(0.0%)	44(26.2%)
	Student[b]	138(27.8%)	3(0.6%)	4(0.8%)	4(0.8%)	2(0.4%)	5(1.0%)	4(0.8%)	52(10.5%)	15(3.0%)	12(2.4%)	12(2.4%)	0(0.0%)	4(0.8%)	241(48.6%)
Most frequently listened radio channel	Teacher[a]	7(8.3%)	2(2.4%)	1(1.2%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	14(16.7%)	0(0.0%)	5(6.0%)	3(3.6%)	1(1.2%)	0(0.0%)	51(60.7%)
	Student[b]	77(31.0%)	3(1.2%)	0(0.0%)	2(0.8%)	0(0.0%)	1(0.4%)	1(0.4%)	12(4.8%)	4(1.6%)	4(1.6%)	2(0.8%)	0(0.0%)	1(0.4%)	141(56.9%)

Note: Codes for the names of radio channels: 1 for Radio Television Hong Kong (RTHK); 2 for RTHK – First Channel; 3 for RTHK – Second Channel; 4 for RTHK – Third Channel; 5 for RTHK – Fourth Channel; 6 for RTHK – Sixth Channel; 7 for RTHK – Putonghua Radio Service; 8 for HK Commercial Broadcasting; 9 for HK Commercial Broadcasting – Thunder 881/First Channel; 10 for HK Commercial Broadcasting - 903/Second Channel; 11 for Metro Broadcasting; 12 for Metro Broadcasting –Information Channel; 13 for Metro Broadcasting – Financial News Channel; 0 for others which include wrong answers and blanks answers; [a]N = 84, [b]N = 248.

Table5. Listing of 2 radio channels by teachers and students and their most frequently listened radio channel

		Reasons									
		1	2	3	4	5	6	7	8	9	10
Newspaper	Teacher[a]	3(3.6%)	7(8.3%)	25(29.8%)	20(23.8%)	0(0.0%)	8(9.5%)	N/A	15(17.9%)	0(0.0%)	6(7.1%)
	Student[b]	34(13.7%)	58(23.4%)	46(18.5%)	14(5.6%)	6(2.4%)	2(0.8%)	N/A	65(26.2%)	2(0.8%)	21(8.5%)
TV channel	Teacher[a]	13(15.5%)	4(4.8%)	24(28.6%)	N/A	6(7.1%)	N/A	2(2.4%)	19(22.6%)	3(3.6%)	13(15.5%)
	Student[b]	67(27.0%)	43(17.3%)	8(3.2%)	N/A	43(17.3%)	N/A	7(2.8%)	40(16.1%)	3(1.2%)	37(14.9%)
Radio channel	Teacher[a]	11(13.1%)	2(2.4%)	9(10.7%)	N/A	0(0.0%)	N/A	7(8.3%)	14(16.7%)	1(1.2%)	40(47.6%)
	Student[b]	36(14.5%)	31(12.5%)	16(6.5%)	N/A	0(0.0%)	N/A	13(5.2%)	45(18.1%)	11(4.4%)	96(38.7%)

Note: Codes for the reasons: 1 for interesting content; 2 for rich content; 3 for parents/teachers related reasons; 4 for per-ordering by schools or families; 5 for containing kids' sections; 6 for free or low prices; 7 for enjoying a particular program; 8 for other reasons; 9 for "I don't know"; 10 for blank; [a]N = 84, [b]N = 248.

Table 6. Reasons for choosing a particular newspaper, TV channel and radio channel

The students' awareness to Chinese newspapers and their most frequently read newspaper is shown in Table 1. The students were asked to name three newspapers and the top three listed ones were Apple Daily, Sing Tao Daily and Oriental Daily. Apple Daily and Sing Tao Daily were also the top two listed newspapers from the teachers. There was however a relatively large discrepancy between teachers and students' awareness of the popularity of The Sun. 33.5% of the students listed The Sun while only 13.1% of the teachers named it. The teachers were able to notice that Apple Daily and Sing Tao Daily were the two most popular newspapers among students. Mingpao ranked third in the teachers' list but indeed only 5.6% of the students reported that Mingpao was their most frequently read newspaper (ranked sixth in the students' list).

The students' awareness to free television channels and their most frequently watched free television channel is shown in Table 2. Most of the students were able to name two channels from TVB and ATV. Some students were also aware of the free television channels for high definition television, such as TVB-J2 and TVB-interactive news channel. Teachers were able to point out that TVB is more popular than ATV among students, but it was hard for them to identify which TV channel from TVB is the most popular among students because after the emergence of high definition TV, there are more free channels available to the audience. The situation of subscription to paid TV service is shown in Table 3. About 62% of the teachers thought that there was a subscription to paid TV services at students' homes, but in reality only about 40% of the students subscribed to such services at home. The students' awareness to paid TV service and the most common subscription to paid TV service are shown in Table 4. 71.6% of the teachers listed Cable TV but only 16.5% of the students had this on their list. Students were also aware of TVB Pay Vision which is a relatively new paid TV service compared to Cable TV and Now TV. 9.7% of the students listed TVB Pay Vision while only 1 out of 80 teachers named it. Now TV was the most popular among the students and Cable TV was the second. However, 53.5% of the teachers believed that if students had a subscription TV, it was Cable TV. These findings suggested that teachers had wrongly assumed Cable TV to be the most popular among the students.

The students' awareness to radio channels and their most frequently listened radio channel is shown in Table 5. It is relatively difficult to make sense of the data with many radio channels included, so the channels are grouped into Radio Television HK (RTHK), HK Commercial Broadcasting (HKCB) and Metro Broadcasting (MB). With this categorisation, 22.7% of the teachers believed that HKCB was the most popular among students but only 8.0% of the students chose HKCB to be their most frequently listened channel. Indeed, the most popular radio channel among students was RTHK. 33.8% of the students listed RTHK as their most frequently listened channels while only 11.9% of the teachers were aware of this.

The reasons for students' choice of a particular newspaper, TV channel and radio channel is shown in Table 6. For newspaper, 13.7% of the students chose a particular newspaper because of its interesting content while only 3.6% of the teachers thought that students would choose a newspaper for this reason. In addition, 23.4% of the students chose a particular newspaper for its rich content while only 8.3% of the teachers gave this as a reason. 29.8% of the teachers thought that parents/teachers influence students' choice of a newspaper, while only 18.5% of the students stated that they chose a newspaper for this reason. Finally, price was not a factor affecting students' choice of a newspaper but 9.5% of the teachers believed that it was. For the reasons for choosing a TV channel, similar results were obtained. Students chose a TV channel because of its content (reason 1 and 2) rather than being influenced by their teachers or parents (reason 3). While 28.6% of the teachers thought that students' choice of the newspaper is influenced by their parents and teachers, only 3.2% of the students gave this as a reason. Regarding their choice of a particular radio channel, unexpected findings were found. A large proportion of the respondents left this question blank: "what is your reason for choosing a particular radio channel?" (47.6% for teachers and 38.7% for students). A possible explanation for this is that students were not familiar with radio channels and so could not answer this question. This may suggest that the radio, as a traditional medium of communication, is seen to be less popular among the new generation.

		YES	NO
Frequency (Percentage)	Teacher (N=84)	82(97.6%)	2(2.3%)
	Student (N=244)	215(88.1%)	29(11.9%)

Table 7. Do you surf the Internet?

	Mean (Std. Dev.)	Median	Mann-Whitney U Test (Asymp. Sig., 2-tailed)
Teacher (N=81)	1.87(1.46)	1.5	
Student (N=218)	1.86(2.07)	1	0.312

Table 8. Average online hours of students surfing the Internet

The internet surfing habits and the average online hours of the students is shown in Table 7 and Table 8. About 90% of the students had internet surfing habits. Their teachers were aware of this and were also able to estimate the online hours of the students who had internet surfing habits (1.86 hours per day). The first website students visited when connected to the Internet every day is shown in Table 9. Near half of the students were reported visiting Yahoo! when first connected to the Internet, and the teachers were able to predict this. But 23.8% of the teachers thought that their students would visit online games related websites as their first site when connected to the Internet while only 6.9% of the students reported doing so. This result showed that the students were not as playful as their teachers believed.

The media evaluation on various media for both students and teachers is shown in Table 10. From the students' perspectives, the most reliable media for providing the news is the television, followed by the radio, the newspaper, and the Internet. This trend was correctly predicted by their teachers. Interestingly, students were found to be more cautious of the media than their teacher thought. For the reliability of TV news, the teachers made quite accurate predictions. But for Q1, Q3 and Q4 which asked about the reliability of news from the radio, news from newspapers and information from the Internet, the mean score of students to these questions was lower than that of teachers, indicating that some students were doubtful about the credibility of these forms of the media. For example, 19.4% of the students disagreed that news from the newspaper is reliable; 22.1% disagreed that news from the radio is reliable; 31.7% questioned the reliability of the information from the Internet. There was also a relatively large discrepancy for Q4 ("Generally speaking, information on the Internet is reliable") compared to Q1 to Q3. This suggested that teachers may not be able to estimate students' views on the new media very well.

Regarding news reading habits, the teachers did poorly in predicting their students' responses. 51.2% of students admitted that they liked reading the news while only 21.4% of teachers thought so; 74.6% of students believed that reading the news is important while only 36.9% of the teachers predicted that their students would consider this to be important.

For the question on the ability of distinguishing between true and false news, students were spread quite evenly between two ends of the Likert scale. 28.8% of the students strongly felt that they were able to distinguish between true and false news while 22.2% strongly disagreed that they were able to do so. This might be owing to the difference of abilities among students. In this question, it was difficult to interpret whether the teachers could predict the students well or not because the teachers could hardly identify a typical student as a reference point for their predictions.

DISCUSSION

From the findings, we can see that primary students in Hong Kong demonstrate a considerable level of media literacy. First, they are aware of a wide range of media forms. They are able to list names of local newspapers, free TV channels and radio channels. Their awareness to the television is particularly outstanding. Some of the students can even list less popular TV channels such as CCTV and less popular paid TV services such as HK Broadband Network. Second, they are more proactive media users than the teachers think. They are not merely passive recipients or victims of powerful media messages. They are more content-oriented than

	Websites					
	Yahoo!	School Website	Online Games	Facebook	Sina	Others
Teacher[a]	39(46.4%)	9(10.7%)	20(23.8%)	4(4.8%)	0(0.0%)	11(13.1%)
Student[b]	122(49.2%)	20(8.1%)	17(6.9%)	11(4.4%)	5(2.0%)	73(29.4%)

Note: Others include wrong answers and blank answers. [a]N = 84, [b]N = 248.

Table 9. The first website visited when students get connected to the Internet every day

		Mean	Median	Mode	Frequency				
					1	2	3	4	5
Q1	Teacher(N=84)	3.77	4.00	4.00	1(1.2%)	7(8.3%)	19(22.6%)	40(47.6%)	17(20.2%)
	Student(N=243)	3.39	3.00	5.00	25(10.3%)	22(9.1%)	87(35.8%)	51(21.0%)	58(23.9%)
Q2	Teacher(N=84)	4.02	4.00	4.00	3(3.6%)	4(4.8%)	6(7.1%)	47(56.0%)	24(28.6%)
	Student(N=243)	4.05	4.00	5.00	11(4.5%)	15(6.2%)	41(16.9%)	61(25.1%)	115(47.3%)
Q3	Teacher(N=83)	3.94	4.00	4.00	2(2.4%)	7(8.4%)	9(10.8%)	42(50.6%)	23(27.7%)
	Student(N=241)	3.48	4.00	4.00	22(9.5%)	29(12.6%)	59(25.5%)	74(32.0%)	57(24.7%)
Q4	Teacher(N=83)	3.58	4.00	3.00	2(2.4%)	8(9.6%)	30(36.1%)	27(32.5%)	16(19.3%)
	Student(N=240)	3.15	3.00	3.00	42(17.5%)	34(14.2%)	61(25.4%)	51(21.3%)	52(21.7%)
Q5	Teacher(N=84)	3.01	3.00	2.00	6(7.1%)	26(31.0%)	21(25.0%)	21(25.0%)	10(11.9%)
	Student(N=240)	4.08	5.00	5.00	20(8.3%)	16(6.7%)	25(10.4%)	42(17.5%)	137(57.1%)
Q6	Teacher(N=84)	2.66	2.50	2.00	13(15.5%)	28(33.3%)	25(29.8%)	10(11.9%)	8(9.5%)
	Student(N=242)	3.37	4.00	5.00	44(18.2%)	23(9.5%)	51(21.1%)	48(19.8%)	76(31.4%)
Q7	Teacher(N=83)	2.84	3.00	3.00	7(8.4%)	22(26.5%)	34(41.0%)	16(19.3%)	4(4.8%)
	Student(N=243)	3.23	3.00	5.00	54(22.2%)	20(8.2%)	55(22.6%)	44(18.1%)	70(28.8%)

Note: The students and teachers were asked to answer the following 7 questions: Q1: Generally speaking, news in newspapers is reliable; Q2: Generally speaking, news on TV is reliable; Q3: Generally speaking, news from radios is reliable; Q4: Generally speaking, information on the Internet is reliable; Q5: I think it is important to read the news every day; Q6: I like reading news; Q7: I know how to distinguish between true and false news. Likert scales were used in all questions in which 1 stands for strongly disagree and 5 for strongly agree.

Table 10. Media evaluation for students and teachers

their teachers believe. This shows that they are cautious about the content of the media, and they can make independent judgments when choosing which newspaper to read and which TV channel to watch.

But if the students make their own choices of newspapers based on the content, it may be worth noting that tabloids are more popular among them. Apple Daily, Oriental Daily and The Sun are

the three tabloids which have the highest circulation rate in Hong Kong. Sing Tao Daily and Mingpao are the two broadsheets commonly subscribed in schools. However, more than half of the students (54.8%) admitted that one of the three tabloids is their most frequently read newspaper. Whether reading tabloids is beneficial or not to students' growth is beyond the scope of this paper. Further research is needed to explore the reasons for and implications behind this phenomenon.

Regarding the use patterns of television, the preference for TVB exists among students, which concurs with the general situation in Hong Kong. TVB has remained the most frequently watched free television channel for the past few decades.

Another noteworthy finding is students' unfamiliarity with radio channels. We suggest that the development of the Internet makes it possible for radio programmes to be broadcasted through the Internet and hence made more accessible to students. Podcasting, for example, can substitute radio channels to a certain extent. It is thus not surprising to see the decline of interest in radio channels among the new generation. Indeed, traditional media are facing an 'identity crisis' in the convergence culture in which the old and new media are hybridized (Jenkins, 2006). In the future, it is possible that the radio and television will be replaced by the Internet. What people need is then just computers with connection to the Internet.

But this total convergence of culture is yet to come. There is still a slightly more than 10% of the students who do not have internet surfing habits. One of the possible reasons is that the students do not have the resources to be connected to the Internet at home. For those who have internet surfing habits, they have only been found to spend less than 2 hours a day surfing the internet; this is not a striking figure that raises societal concern.

In addition, despite the emergence of the new media, the traditional media still has a significant influence on students. From the students' perspective as revealed in the media evaluation data, the most reliable media for providing news is the television, followed by the radio, the newspaper, and the Internet. This suggests that students still regard the traditional media as important sources of information.

Finally, in the age of the new media, students may face the problem of information overload. The ability to make informed judgments about facts and fabrications has become an essential life skill to them. About half of the students believe that they are capable of distinguishing true from false news, but still a relatively large proportion of students admit to their failure of doing so. This suggests that media education has a vital role to play in enhancing students' media literacy.

Limitations of the study
The non-random sampling and the small sample size render it difficult to generalize the findings to all primary students in Hong Kong. As a small part of a wider study of project-based learning and collaborative learning, only P.4 students from the four participating schools could be investigated. Nevertheless, this study provides many insightful and valuable findings for researchers interested in media use and media awareness of the new generation. Future research studies may aim at expanding this study by using a more sophisticated sampling method. A random sampling method, such as clustered sampling, may be used to collect data from schools all over Hong Kong. Primary students at all levels could be studied so that the media awareness among different levels of primary students can be examined. Parents' beliefs regarding the media usage of their children can also be studied. The effect of demographic variables such as family socio-economic status (SES) and gender on media awareness and media use merit investigation too. Future research may fill these gaps by shedding light on the influence of gender and SES on media use and media awareness.

CONCLUSION
This study examined the media use and media awareness for Primary 4 students from four schools as well as their teachers' understanding of their media use habits and preferences. It

appears that the teachers do not fully understand their primary students' perspectives in terms of media use. They tend to believe that their students are more passive media users or over-active new media users that they actually are. The findings, however, suggest that students are autonomous in making their own choices of media and do not rely merely on the new media at the expense of the traditional media. It is thus convincing to argue that more contextual and in-depth approaches of research would be beneficial to assess the media use patterns of the students, from which relevant media education models can be derived.

APPENDIX
The questionnaire on media awareness and media use patterns
1. Please list three Chinese newspapers from Hong Kong:
    (i) _____
    (ii) _____
    (iii) _____

2. Which of the above newspapers do you read most frequently? _____
    Why? _____

3. Please list two free TV stations in Hong Kong:
    (i) _____
    (ii) _____

4. Which of the above TV stations do you watch most frequently? _____
    Why? _____

5. Please list one paid TV service:
    _____

6. Does your family have a subscription to paid TV service at home? Yes/No
    If yes, which one? _____

7. Please list two radio stations:
    (i) _____
    (ii) _____

8. Which radio channel from the above radio stations do you listen to most frequently?
    _____
    (i) Why?_____

9. Do you surf the Internet? Yes/No
    If Yes, how many hours do you spend online every day? _____

10. When you get connected to the Internet, which website will you first visit? _____

11. Do you agree with the following statements? (1 for strongly disagree, 5 for strongly agree)
    (i) Generally speaking, news in newspapers is reliable.
    (ii) Generally speaking, news on TV is reliable.
    (iii) Generally speaking, news from the radio is reliable.
    (iv) Generally speaking, information on the Internet is reliable.
    (v) I think it is important to read about the news every day.
    (vi) I know how to distinguish between true and false news.

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